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ABSTRACT

Objectives of a model program (1980-83) for gifted students in a small rural high school in Baldwyn, Mississippi, were to improve teacher knowledge of gifted programs, demonstrate significant gains in student achievement, increase student skill/knowledge in specific areas, measure attitudes of "artistically talented" students by a year-end questionnaire, continue developing a model gifted program for rural school districts, and produce students who select vocational/academic careers based on program experiences. Innovative aspects were inservice training to help teachers work individually with gifted students, a "mentor approach" enabling students to work part-time in the community with a specialist in their interest area, and use of a computer for direct instruction and for programming individual study projects. Although the first-year program did not fulfill all objectives (student enthusiasm for year-long, research-oriented individual projects dwindled), second- and third-year changes (seven participating students each year) brought better results and more positive student responses. Successful components were a faculty committee to help develop student projects, project-oriented (not research-oriented) independent studies, increased student interaction with mentors, enlarged curriculum opportunities, one free day weekly for non-program interests, close teacher supervision/reinforcement, and use of the computer. Appendices include budget material, forms, questionnaires, and tests. (MH)

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ED233861

BALDWYN SEPARATE SCHOOL DISTRICT

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518 Highway 45 North

Baldwyn, Mississippi 38824

A GIFTED MODEL DESIGNED FOR GIFTED STUDENTS IN A SMALL, RURAL HIGH SCHOOL

1980-1983

Funded by ESEA Title IV-C

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INTRODUCTION

Abstract

The target group for the project was secondary gifted students. The project developed a model program for gifted students in a small, rural high school. The innovative aspects of this program were three-fold: First, the project trained teachers through an inservice effort to work individually with students eligible for the gifted program. The resource teacher for the gifted worked with regular teachers on a volunteer basis to obtain their participation in designing individualized programs for selected students. These teachers helped supervise students in the completion of individual projects in the area of their interests. Secondly, the program developed a "Mentor Approach" whereby students were able to work part-time in the community under a specialist or expert in the area of their interests. These specialists were drawn from the areas of business, law, medicine, education, and other professional groups. Thirdly, the program utilized a TRS-80 Radio Shack computer for the direct instruction of students as well as a supplemental option for those desiring to "program" their individual study project.

A related component added the 81-82 year was a special art program for those ruled eligible as "artistically talented"

under the guidelines of the State Department of Education. This program served approximately thirty students at the high school level. A teacher unit funded under the minimum foundation program was approved for this component.

A major goal of this project was to improve positively teacher knowledge toward gifted programs. Student's knowledge and skills in selected areas increased as a result of the mentor program and individual projects.

NEEDS

The Baldwyn Separate Schools offer several programs for exceptional children which are mandated by federal and state laws. Even though education of the gifted is not mandated, there is enthusiastic support for a gifted program on the part of the administration, staff, parents, and students. In addition, the State Department of Education allots the district a teacher unit for a resource class for gifted students. The administration and staff recognize that the gifted students need a differentiated curriculum to realize his/her potential, and that without this special help the intellectually endowed student becomes a potential dropout, behavior problem, or just a mediocre student, never realizing his/her potential to excel. The Baldwyn Separate School District's philosophy of education for the gifted student is the same as that for any student with special needs; that is, instruction should be appropriate to the child's needs and abilities and should enhance his/her motivation and optimum intellectual growth.

Like many small, rural school districts, the Baldwyn Separate Schools, prior to this project, offered little for gifted students. No special classes nor specialized curriculum existed for these students. They followed

the regular program like all secondary students. Library resources are very limited. Further, it is recognized that much of the needed help and attention that gifted students deserve could be arranged by their regular teachers if provided the necessary materials and inservice training. Regular teachers in the various academic areas have the knowledge and experience to provide stimulating enrichment activities to selected students given the proper direction and assistance by a resource teacher for the gifted. The skill of the resource teacher to plan cooperatively with regular teachers is the key to a successful program in a small district such as Baldwyn's. First, it was anticipated that selected students would show such diverse interests that one resource teacher could not effectively teach each student to the degree that existing faculty could meet these needs. The resource teacher, however, could draw upon expertise in curriculum and instructional stratgies to assist regular secondary teachers in setting up within school and out-of-school projects and activities for gifted students. Secondly, the small number of students participating in the program insured that individual attention could be maximized and that student's interests pursued in a way not practicable for large classes.

Thirdly, it should be pointed out that rural communities such as Baldwyn's are in great need of attracting and retaining talented students in occupations vital to the improvement and stability of the community. One desired outcome of such a program was that a positive influence would be exerted on students by teachers and mentors to encourage them to pursue careers which would benefit all citizens should they elect to work and live in their home area. Finally, from an economic standpoint, an enrichment/tutorial program for selected gifted students would be less costly than providing teachers in each area of the curriculum not offered in the Baldwyn Schools.

A survey of teachers indicated a need for a gifted program. In addition, parents made numerous requests and inquiries into the fact that the Baldwyn Schools offer nothing above the general curriculum for its accelerated students. Because of a lack of funds, the district had been unable to offer "extra" courses often found in Mississippi High Schools. Subjects such as a foreign language, advanced math or science, and journalism were not available to the district's students. The district felt a high priority should be placed on the development of a gifted program since no special

program was available. Furthermore, the Baldwyn Schools represent a small, rural district which provides no extra courses above the basic requirements for graduation.

To provide an effective program for gifted students, the district needed additional funds for supplies, materials, field trips, and travel over and above that which could be provided with available district monies. Without the Title IV-C funding, the gifted program would not have been possible.

OBJECTIVES

Overall Activities

As a model program for a small, rural school district, the project offered a combination of three options for gifted students. Through individual scheduling, any of the three options were available to the students. Students selected a specific activity depending on their total schedule and other school activities and interests. For example, a student could be assigned to a cooperating teacher for a specialized activity or project above that which is offered in the regular classroom. If necessary, a student could be assigned to a person outside the school district. For example, teachers from Northeast Mississippi Junior College were utilized. This work was coordinated through the resource teacher and regular teacher in the subject area. Further, this student could elect to work with a mentor in the community and complete a special project under his/her supervision. Students could also elect to specialize in computer programming to be taught by the resource teacher, as well as outside personnel. The above options made the program flexible and allowed selected students the opportunity to engage in a variety of activities.

Throughout the project, there was a continued on-going effort to identify and include eligible students in grades nine through twelve. The students were selected by the following criteria:

I. Procure referrals through:
   A. Teacher recommendation
   B. Inspection of year-end group achievement and/or intelligence scores
   C. Referrals from principals, counselors, parents or peers

II. Screening through the obtainment of the following information:
   A. Renzulli-Hartman Scale for Rating Behavioral Characteristics of Superior Students completed by teacher making initial referral.
   B. Permission for testing acquired from parent or guardian
   C. Scores from California Achievement Test and Wide Range Achievement Test or Peabody Individual Achievement Test. Scores should reflect student functioning at one grade

level above placement in one or more subject areas.

D. Group Intelligences Scores, if available - Short Form Test of Academic aptitude.

E. Grades for the past two (2) years.

F. Wechsler Intelligence Scale for Children - Revised, Wechsler Adult Intelligence Scale, or Stanford-Binet scores. The student must score 120 or above on Verbal, Performance and/or Full Scale scores.

G. Evidence of regular classroom work indicating outstanding performance prior to the school year. The resource teacher and/or project director met with each eligible student and his/her parents and thoroughly explained the various components of the program. Depending on the student's interest, an individual program was drawn-up and a daily/weekly schedule indicated the specific activities for that student. Each student met five (5) hours per week with the resource teacher. The resource

teacher was responsible for monitoring each student's schedule, initiating changes, working with regular teachers and monitors, and arranging for individual projects.

A parent group was organized during the first project year (1980-81). The group was kept informed about types of programs in operation and legislation in the areas of the gifted.

The project director and resource teacher provided in-service training for regular classroom teachers. These activities were conducted prior to the opening of school and during the year to assist individual teachers in designing relevant educational experiences and unique teaching strategies for eligible students. A pre-post checklist concerning attitudes toward gifted programs was administered to regular teachers.

Participant's achievement in the program was compared to the achievement of gifted students in a comparable school district. The control group was determined by scores obtained on the Short Form Test of Academic Aptitude. Students scored in the 85 percentile or above nationally to be participants in the control group. The same number of participants were in both control and experimental group. Each group were pre

and post tested using the California Achievement Test.

The resource teacher arranged for mentors from the community to instruct gifted students in selected areas. These mentors were selected individuals who have particular expertise in a specific area or field. Individual students were matched with mentors in the area of their interest. An individual schedule was worked out to determine the length of time each student was to spend with his/her mentor. A pre-post checklist measuring the student's knowledge and skill in the area was devised by the mentor, regular teacher, and resource teacher.

A follow-up study continued to be conducted on the students throughout the program. The project director and resource teacher located each former participant in the gifted program, identified their present status (either employment or academic studies) and made comparisons to their experiences received while in the gifted program. A file was maintained on each participant for a period of three (3) years.

ACTIVITIES AND PROCEDURES

1. Teacher knowledge toward Gifted Program will improve positively as a result of the project.

2. Participants in the project will show significant gains in achievement as compared to a control group in a comparable district.

3. The student's skill and knowledge in a specific area will increase as a result of working with mentors and regular classroom teachers.

4. As a result of the project, students will select vocational and/or academic careers based on experience received in the gifted program.

5. Attitudes of the "artistically talented" will be measured by an end-of-year questionnaire.

6. The project will continue to develop a model gifted program for a rural school district.

Objective five (5) was added during the 81-82 project year since an artistically talented program was initiated.

General Activities

Each year began with general activities such as problems solving tasks, creative thinking skills, and research for selection of an independent study topic. By the 1982-83 school year less time was necessary for background research since most students knew what areas they wished to study.

In 1980-81 students selected their topics with approval of the instructor. In 1981-82, after students selected their topic, it was presented to a faculty committee for approval. The student presented the chosen topic and was interviewed by the committee. This approach worked well and forced the student to develop specific plans and ideas, prior to the interview.

After topics were selected and approved, the instructor began searching for mentors. When possible, faculty members were used. This enabled students to have easy access to their mentor. Faculty involvement also gave them some insight into the program. Local residents were next in line for consideration. The German mentor was a retired school teacher who had taught herself German through college correspondence courses. She took the students into her home two days a week during the TAG

class time. This individual served as a mentor for two years and, as a result, will be teaching German in the high school during the 83-84 school year.

Other topics required a community search to obtain a mentor. The computer programming mentor was a local preacher who had his own computer for sermons, prayer lists, etc. One of his church members recommended him to the instructor. Word of mouth proved to be the primary method of finding mentors. For deaf education, the instructor knew the teacher personally. However, at times a call to a general location was necessary to obtain an individual willing to work with a student. This was the case in the area of engineering.

Locating and obtaining good mentors was not difficult. All participants were very willing to meet the program requirements and students' needs.

After students were placed with mentors, pre-tests in each area were developed by the mentor to determine what knowledge the student already had in the subject area. Once the student took the pre-test, he/she was ready to begin his/her study.

In the first year of the program, studies were research-oriented with mentors being utilized to supplement the student's

reading every few weeks. This approach was unsuccessful. After an initial interest in the topic, the students' enthusiasm for individual research dwendled. Yet, no short term projects were assigned to complete the school year. This procedure proved to be unsuccessful. (See Appendix A, Forms and Guides used for 1980-81). A post-test was administered at the end of the study to measure the knowledge gained from the students' experience.

With the 1981-82 year, the mentor approach was changed and met with greater success. Students again took pre-tests designed by the mentor. This year students met with their mentor approximately once a week. Some even met with them three times a week. Each meeting ended with a short (or workable) assigment to be completed by the next meeting. These short-range goals helped students see what they had to do and where they were headed. They also felt a sense of accomplishment as work was completed and learned. This same approach of a close student-mentor relationship was used in 1982-83.(See Appendix B for outline.) At the end of the study the pre-tests were given again as post-tests to determine what was learned or if any improvement resulted from the study.

The first year of the program (1980-81) some activities

did not work. One was outside readings from a college-bound reading list. Three books were required each six weeks but books being read in other classes could count, too. However, the Gifted Class took each students' library period so outside classwork hurt the program. Bad grades, etc., were blamed on no library period and parents considering removing their student from the program. Hence, the readings were dropped. Other activities included vocabulary units which were continued.

Specific activities that worked well were career days, field trips, free days, law trial and final projects.

Career days were held one day per six weeks. A professional in careers of interest came to class and informed students of his field and answered questions. Some areas covered were: medicine, law, architecture, photography, engineering, and accounting. Students enjoyed this immensely and learned from each professional.

Field trips were also productive. Days spent with mentors were profitable. Students spent one day per six weeks with their mentor or on a related trip in 1980-81. More time was spent with mentors the final two years of the project.

General field trips to college libraries and college

departments in their chosen area of studies were successful.

In the second year of the programs, Free Fridays were begun. Classes worked on their studies four days a week and completed mentor assignments. Fridays were free to go to the library, make-up tests, study, read, or play games, such as Dungeons and Dragons, or work with the computor. The free day also gave the instructor a motivational tool which encouraged students to work well the remainder of the week.

Final, culminating projects were a part of the mentor program. The first year they consisted of research speeches primarily which met with fair success. The other years assignments were encouraged to be project-orientated with speeches only to explain the projects.

Some examples included a mock trial (in the 1980-81 year) which involved the entire class as jurors, lawyers, witnesses, etc. The trial was videotaped. written and planned by the student studying law and her mentor, the trial was a success. The mentor served as the judge.

Another specific success was the German student who taught German to third and fourth graders at the elementary school for four weeks at the end of the year. The children enjoyed it as did the student.

The student in deaf education taught hearing impaired children one day a week. She went to their class during Gifted Education class-time and worked with them for forty-five (45) minutes to an hour. She worked with them on vocabulary and math.

The greatest success came from the computer project. Two students learned so much useful computer knowledge in one year that they were able to form their own business and write programs for sale. They sold several programs to other school districts and assisted the local school officials in putting the school's records and business on computers. This skill aided in public relations for the Gifted Program and enhanced the school's image to the public.

The instructional materials useful to the program varied from study to study and were basically selected by the mentor. German workbooks, accounting workbooks, sign language books all helped and were good.

With the computer, the Radio Shack Educational Series and Workbooks did not help as well as the mentor's explanations and assignments did. They were used mainly as supplementary aids.

Any Mind Benders, Creative Thinking Skills Aids worked well as supplementary activities.

At the end of each year cerficates of appreciation were awarded to mentors participating in the programs.

Successful and Unsuccessful Components

The unsuccessful components of the program were fewer than the successful ones. However, some approaches were not well received by students.

First, intense research-oriented projects in 1980-81 proved tedious. Students soon lost interest. The lengthy duration of a project with long-range goals also added to lack of interest. They could not see day-to-day improvement and results from their work. Generally, students disliked the studies being highly research oriented. The students enjoyed visiting mentors but disliked the work that was required of them on an independent basis. They felt that closer mentor relations and shorter, more specific assignments worked better.

Secondly, excessive outside assignments requiring outside class work were unsuccessful. The gifted educator class usually replaced a student's library period so little time remained for homework, research, and other assignments at school. Assignments had to be geared directly to independent projects with short-range goals.

Thirdly, a negative aspect revolved around the one-half

credit given for the class. Students hesitated to do much outside work for the amount of credit given. This problem has been solved by the new point and rating system employed in 1982-83. The Gifted Class received two quality points.

In the second project year (1981-82), the program moved toward a project-mentor orientation. Each student worked weekly or even daily with their mentor. Typically, short-term classroom assignments were possible as well as a long-term cumulative one. The students also had someone they could see for immediate questions and answers. The mentor was vital for the success of the program. The faculty committee proved to be helpful in the student's development of his/her project. The student having to defend his topic, explaining what he/she wanted to study and why made each student seriously consider his/her topic and make definite plans for study.

Project-oriented independent studies worked better than research oriented ones. Specific, short-range assignments were better understood. Immediate feedback from their assignments helped the students see their progress from lesson to lesson. Interaction with mentors also proved very successful. The more contact with the mentor, the better the student performed. Those that had very active mentors also were more enthusiastic with

their study. The opportunties for field trips with the mentor was another successful area of the independent study. Visits to businesses, colleges, or establishments that dealt with their topic were also well received.

Mentors selected 1981-82 were one of the most positive components of the program. Faculty members were available for immediate feedback and aid. Two mentors were local residents. The computer programming mentor came to the classroom three days a week. The German mentor had the student come to her home two days a week during the class period. The last mentor was a guidance counselor at Northeast Mississippi Junior College.

Another positive result concerned the two students studying computer programming. These students formed their own business partnership, specializing in educational programs. They wrote a program for the Special Education Department and sold it to several other districts. They also served as consultants to the Baldwyn district as well as to other surrounding districts.

Other successful components were the enlarged curriculum opportunities allowed by the program. Given the choice of pursuing independent studies or a set class curriculum, all students chose the independent studies route. They realized

that these studies gave them the opportunity to study courses they otherwise could not.

Close teacher supervision and reinforcement were successful. Students worked better with structure provided rather than totally alone.

Another successful component was the freedom offered by setting aside one day a week for other interests. Just the knowledge that one day was their day gave them more incentive to work the remaining four days. Many weeks when the free day arrived, students continued with their study because of their interest.

The computer was extremely successful for those students interested in it. About half of the students showed little interest in learning programming so they pursued other areas. Those who did choose computer programming were extremely enthusiastic and worked everyday with the computer.

The program worked well during the 1981-82 year. One negative result was that some students grew tired of their selected topic before the end of the year. It was recommended that the students have the option of working on a semester basis or a yearly basis for their topic. During the 1981-82 year, the projects ended eight weeks early due to the absence of the

teacher.

The computer programming mentor taught the class for the remaining eight (8) weeks. The class concentrated on a computer unit. The German student continued going to his mentor for the remainder of the year due to his high interest.

During the 1982-83 year, the program continued much as the previous year. The mentor approach was not required although all students selected this study approach. All mentors were faculty members except the German mentor. Several students chose to study the same topics they had studied the previous year. This indicated a high level of interest.

One change made was the option to conduct a semester study or a year-long study. Two students selected the semester approach and their studies were planned to cover one semester rather than two. After semester break, new studies were developed with pre-tests given in their areas.

The computer has been a definite assest to the program. Two students specifically studied programming, but others often ran short, simple programs from knowledge gathered in the 1981-82 mini-unit. The students often utilized the computer and printer for organizing classroom notes and studying.

Another positive result of the 1982-83 program was the revived interest of eligible, but non-participating students. Five students plan to return in 1983-84 because they are excited about studying something that interests them. Several indicated that it would be different from their previous experiences in the junior high program where the program is unit-oriented study.

NOTE: See the Evaluation section for 1982-83 results of students' studies and case studies.

Student Comments

Student comments and reactions varied from year-to-year and day-to-day. Since the second year of the program, student responses have been positive.

Student Comments-

"This is may favorite class. I hate studying this brain, but I like the class. This hypnosis stuff is interesting. We do more work and learn more in the class than in some other classes."

"This is my favorite class. We can study what we're interested in."

The two computer programming students who formed a business said, "We could have never done so much with computers without our independent study opportunity.".

EVALUATION

Instruments to be Used

The following instruments were used in the collection of data: Wiener Attitude Scale and the California Achievement Test. The Wiener Scale was developed by Dr. Jean Wiener at UCLA as a means of determining staff attitudes toward the gifted. The scale consists of 28 items in which the respondent is asked to select a response on the basis of agreement or disagreement on specified statements (See Appendix C).

The California Achievement Test is a widely used instrument throughout the nation. The form appropriate for high school students was selected which measures knowlédge and understandings in reading, math, language, and spelling. The test consists of national norms and can be scored objectively. Additionally, a series of checklists/questionnaires were devised which measure the students' knowledge and skill in their selected area with a regular teacher and/or mentor. These checklists were devised by the mentors, regular teachers, and resource teacher and will be used on a pre/post basis, consisting of ten items each.

Another project objective to receive evaluation was an end-of-

year assessment of the regular teachers' and mentors' attitudes/opinions toward Baldwyns' gifted program and the various options available to students. (See Appendix D). A final evaluation consisted of an individual case study completed by the resource teacher on each student in the experimental group. Follow-up information has been maintained on each student on a yearly basis.

A new form of evaluation added the 1981-82 year was an end-of-year assessment of the artistically talented students' attitudes and feelings about their participation in the program. (See Appendix E)

Procedures for Collecting Data

The following schedule outlines the collection of pretest data"

Wiener Attitude Scale	-	September
California Achievement Test	-	April/May
Student Checklists/Questionnaires	-	October

The Wiener Attitude Scale was administered by the project director during an inservice training session.

The CAT scores for both experimental and control groups were obtained

through information on cumulative folders and testing where the CAT had not been previously administered.

The student checklists/questionnaires were administered by the resource teacher prior to initiation of research on their independent projects. These same questionnaires were readministered in May.

The project director and resource teacher administered a questionnaire sampling the opinions of regular teachers and administrators toward the operation of the Baldwyn gifted program. This questionnaire was distributed and analyzed in May.

The resource teacher collected data throughout the school year and maintained records on each student. These case studies include information such as the following: program option chosen by the student, types and areas of research studies conducted, activities and experiences participated in with mentors, and knowledge and skills obtained through research and mentor experiences.

The project director and teacher of the artistically talented administered the questionnaire regarding this aspect of the

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program. This questionnaire was distributed and analyzed in May.

Analysis of Data

A one group pretest/post-test design was used in analyzing results from the Wiener Scale. This design looks as follows:

	Pre-test	Treatment Program Participation	Post-Test
Regular Teachers	T_1	X	T_2

A correlated t test comparing mean scores was used to determine if any significant change occurred in teacher attitudes. A non-randomized control-group pretest/post-test design was used to analyze differences in CAT scores between the experimental and control groups. This design looks as follows:

	Pre-Test	Treatment	Post-Test
Experimental Group	T_1	X	T_2
Control Group	T_1		T_2

A t test was used to determine if significant differences in achievement occurred between the two groups. The .05 level of significance was used.

The analysis of the student checklists/questionnaires on knowledge and skills was made by the project director and resource

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teacher at the end of the school year. The percentage correct from pre-test to post-test was calculated for each student and added to the case study information collected by the resource teacher. These data are illustrated in table form.

The end-of-year program evaluation on teacher and mentor attitudes/opinions and the questionnaire for art students were analyzed. Teachers, mentors, and students were asked to respond to what extent they agree or disagree with various aspects of the program.

See Evaluation Designs for 1980-81 and 1981-82 for program results and statistical analyses.

See Appendix F for 1982-83 selected area tests by mentors.

The following table shows the percentage correct on selected area tests provided by mentors for the 1982-83 year.

Percentage Correct on Selected Area
Tests Provided By Mentors/Advisors

(1982-83)

Student	Area	Pre-Test	Post-Test
1	Computer Programming	Too Advanced for Test	
2	Accounting	10%	76%
3	German	25%	90%
4	Creative Writing	29%	74%
	Deaf Education	29%	88%
5	Computer Programming	70%	97%
6	German	25%	90%
7	Sports Writing	45%	76%
	Athletic Training	33%	71%

Students 1, 3, 4, 5, 7 are students who were in the program last year and are recorded as the same student numbers as the 81-82 project. Students 4 and 7 were selected to study different topics each semester.

CASE STUDIES FOR 1982-83

STUDENT 1

I. Computer Programming

II. Experiences

- A. Special education programs
- B. Aided principal with school programs
- C. Wrote programs for local businesses
  1. Car Inventory Program
  2. Financial Program
- D. Sold programs to school districts

III. Mentor Experiences

- A. Worked with principal on report cards
- B. Worked with special education supervisor

IV. Reaction

- A. Positive from student
- B. Positive from mentor

Mentor: Mr. C. L. Shelton, Principal, Baldwyn High School.

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STUDENT 2

I. Accounting

II. Experiences

A. Used high school text
B. Completed workbook independently
C. Saw accountants at work

III. Mentor Experiences

A. Faculty member advised
B. Received immediate feedback to workbook exercises

IV. Reaction

A. Positive from student
B. Positive from mentor

Mentor: Mrs. Gail Dillard, Accounting Instructor at BHS Gifted education instructor aided in day-to-day activities, assignments and problems.

STUDENT 3

I. German

II. Experiences

A. Two visits a week to mentor
B. Conversational German
C. Translations from tapes
D. Berlity Method used

III. Mentor Experience

A. Local German residents visited
B. Weekly assignments

IV. Reaction

A. Positive, competitive from student
B. Extremely positive from mentor

Mentor: Mrs. Bonnie Bennett, local resident with teaching experience.

STUDENT 4

I. Topics

A. Creative writing
B. Sign language

II. Experiences

A. Writing

1. Journals kept
2. Weekly themes
3. Revisions

B. Sign language

1. Visits to mentor
2. Weekly work with deaf class
3. Weekly assignments
4. Visit with school speech/hearing therapist

III. Mentor Experiences

A. Observed Hearing Impaired Classes at NEMJC
B. Taught Hearing Impaired Class/hour weekly
C. Used hearing equipment at NEMJC

IV. Reaction

A. Positive from student in each study
B. Positive from Mentor in each study

Mentors: Kim Haynes, Creative Writing, Gifted Education Instrutor, Baldwyn High School, English Major.
Ms. Angie Via - Instructor Hearing Impaired Class, Northeast Mississippi Junior College

STUDENT 5

I. Computer Programming

II. Progamming

A. Basketball statistics program
B. Accounting program
C. Bowling game

III. Mentor Experiences

A. More experienced student
B. Available for immediate help
C. Worked together

IV. Reaction

A. Positive from student
B. Positive from Mentor

Mentor: Rusty Burns, sophomore student, at the high school with previous programming experience.

STUDENT 6

I. German

II. Experiences

A. Two visits a week to mentor
B. Conversational German
C. Translator from tapes
D. Berlitz Method

III. Mentor Experiences

A. Local German residents visited
B. Weekly assignments

IV. Reaction

A. Very positive from student
B. Very positive from mentor

Mentor: Mrs. Bonnie Bennett, local resident with teaching experience.

STUDENT 7

I. Topics

A. Sports writing
B. Athletic training

II. Experiences

A. Sports writing

1. Worked with newswriting leads
2. Wrote sports stories
3. Learned terms of journalism
4. Briefly covered other types of writing

B. Athletic training

1. Used Cramers Athletic Workshop Materials
2. Studied injuries to most body parts
3. Studied treatments to injuries
4. Learned anatomy of foot, ankle, knee

III. Mentor Experiences

A. Sports writing

1. Wrote for school paper as projects
2. Toured news office

B. Athletic training

1. Visited with coaches on common injuries
2. Treated make-believe and real injuries

Mentor: Kim Haynes, Instructor of Gifted Education Program.

BUDGET

Rev. 1-81

STATE DEPARTMENT OF EDUCATION
Division of Instruction
ESEA Title IV
Jackson, Mississippi 39205

PART C

BUDGET REPORT

Elementary and Secondary Education Act
Title IV
P.L. 95 - 561

Project Number 0401-5920-082

DISTRICT
Baldwyn Separate

ADDRESS

Street Address 518 Highway 45 N.

City Baldwyn State MS Zip Code 38824

PROJECT NAME A GIFTED MODEL DESIGNED FOR GIFTED STUDENTS IN A SMALL RURAL HIGH SCHOOL

BUDGET PERIOD

Begin 09-30-81 End 06-30-83"

I have reviewed this report and certify that:

1. The project covered by this claim has been approved by the state agency.
2. The items included in this claim were ordered or contracted for after the approval date of this project and have been received and paid for.
3. That all of the State's laws applicable to purchasing have been observed.
4. The records to substantiate this claim are available for audit and no prior claim has been made for any item included on this requisition.
5. The local school district is responsible for all overclaims that may be established as a result of an audit.
6. None of the items originated in or was exported from a communist country (If such items did orignate in or were exported from a communist country, identify the item and add a statement to the effect that such items are unavailable from any other source).
7. This school district is in compliance with Title VI of the Civil Rights Act and Regulations to implement that Act.
8. I am the legally aughorized representative of this school district.

Elene Clark
Superintendent

07-07-83
Date

UDGET REPORT

ev. 1-81

TOTAL GRANT 20,500
Indirect Cost 152
Operating Budget 20,348

	1	2	3	4	5	6
	Category	Acct. No.	Budgeted Amount (Include Transfers)	Current Expenditures	Totals expended in each category	Balance of funds in each category (Col. 3-5)
1	INDIRECT COSTS	743	152		152	-0-
2	SALARIES	100				
3	Director	111	7,535		7,535	-0-
4	Clerical	112	3,638		3,638	-0-
5	Inservice	130	400		400	-0-
6	EMPLOYEE BENEFITS	200				
7	Social Sec.	210	749		749	-0-
8	Retirement	220	979		979	-0-
9						
10	PURCHASED SERVICES	300				
11	Consultant	312	500		500	-0-
12	Travel	332	1,094		1,094	-0-
13	Transportation	331	500		500	-0-
14						
15	SUPPLIES	400				
16	Teaching Supplies	410	2,648		2,648	-0-
17						
18						
19						
20	CAPITAL OUTLAY	500				
21	Equipment	540	2,305		2,305	-0-
22						
23						
24	TOTALS		20,500		20,500	-0-
25	Cash Balance					-0-
26	Current warrant					-0-
27	Balance (Line 25 & Line 26 minus Col. 4)					-0-
28	Additional funds needed					-0-

Baldwyn Separate School Dist. Project Number 0401-5920-082

Types of Supplies and equipment purchased

Employed a Director
Employed a Secretary

Supplies

Art Supplies
Teaching Supplies
Computer teaching Supplies

Equipment Purchased

MX 80 - Ft Printer	599.00
Disk Drive	360.00
Printer Cable	25.00
Diskettes	45.55
Disk Operating System	99.95
Upgrade 32 K	58.00
Internal Drive	20.00
L-C - 42 Canon Calculator	17.95
Automatic Slice Viewer	16.80
Royal Electric Typewriter	987.00
Tape Recorder	56.50
Automatic Slide Viewer and Filmstrip pre. viewer	19.25

State Department of Education
Division of Instruction
ESEA Title IV Part C
P. O. Box 771
Jackson, Mississippi 39205

RECEIVED
OCT 5 1981
STATE DEPT. OF EDUCATION
DIV. OF INSTRUCTION
ESEA TITLE IV

PROJECT ADDENDUM 1

0401-5920-082
Project Number

TITLE: A GIFTED MODEL DESIGNED FOR GIFTED STUDENTS IN A SMALL, RURAL HIGH SCHOOL

SUBMITTING AGENCY: BALDWYN SEPARATE SCHOOL DISTRICT

DATE OF THIS ADDENDUM: 9-30-81

THE BALDWYN SEPARATE SCHOOL DISTRICT
Submitting Agency

HEREBY SUBMITS THE ATTACHED INFORMATION AS AN ADDENDUM TO THE ABOVE NAMED ESEA TITLE IV PROJECT. THIS INFORMATION HAS BEEN DISCUSSED AND MUTUALLY AGREED UPON AS A RESULT OF CONSULTATION WITH THE ESEA TITLE IV STAFF ON 9-30-81 at 10:00 A. M.
Date

Steve Clark
Signature of Authorized Representative of Submitting Agency

ESEA IV-C APPROVED
Clyde J Hatten
Oct 5, 1981

BEST COPY AVAILABLE

C. EDUCATIONAL INNOVATION

FISCAL DATA

A. Proposed Budget Summary

Enter the estimated amounts in the appropriate spaces

BUDGET SUMMARY

Line	Functional Categories	Account Number Function	Account Number Code	Amount Budgeted
1	INDIRECT COST	XXXXX	XXXXX	152.00
2	SALARIES Director	1000	100	
3	Professional		111	4473.00
4	Clerical		112	638.00
5	Aides		113	
6	In-service or Overtime		130	400.00
7	EMPLOYEE BENEFITS	2500	200	
8	Social Security		210	342.00
9	Retirement		220	423.21
10	Unemployment Insurance		250	
11	PURCHASED SERVICES	2000	300	
12	Consultants		312	500.00
13	Data Processing		316	
14	Utilities		321	
15	Pupil Transportation		331	500.00
16	Travel		332	1094.00
17				
18	SUPPLIES	2000	400	
19	Supplies and Materials		410	2648.00
20	Periodicals		440	
21				
22				
23	CAPITAL OUTLAY	2000	500	
24	Equipment		541	2305.00
25	Other ($2000 Limit) Remodeling		590	
26				
27				
28			TOTALS	13,500.00

FISCAL DATA (Continued)

B. Budget Item Analysis

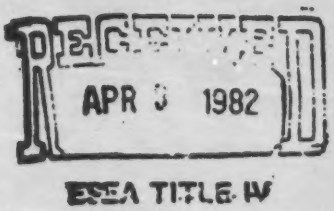
- This form is a supplementary schedule for each expenditure account for which expenditures are budgeted. The schedule is to show what estimated costs were included in the budget and the basis for each cost estimate.
- List personnel by positions and list separately each different type of materials or equipment.
- This budget is part of the approved application and should be followed very closely. Each project will be given an opportunity to make minor revisions at scheduled times.

Account No.	Item or Descriptive Title	Quantity	Unit Cost	Budgeted Amount
710	Indirect Cost	100@100%	152.00	152.00
111	Program Director	1 @ 25%	4473.00	4473.00
112	Clerical	1 @ 1%	638.00	638.00
311	Inservice	100 @ 100%	400.00	400.00
210	Social Security	2 @ 25%	342.00	342.00
220	Retirement	2 @ 25%	448.00	448.00
312	Consultants	100 @ 100%	500.00	500.00
331	Pupil Transportation	100 @100%	500.00	500.00
332	Travel	2 @100%	1094.00	1094.00
410	Supplies	40 @100%	2648.00	2648.00
540	Equipment	40 @ 100%	2305.00	2305.00
			Total	13,500.00

E.E.P. C-B

Baldwyn Public Schools
Baldwyn, Mississippi
38824

April 6, 1982



Mr. Clyde Hatten
Title IV C
State Department of Education
P. O. Box 771
Jackson, MS 39205

Dear Sir:

Baldwyn School Board and Superintendent voted on April 5, 1982 to accept $7,000.00 Title IV C money and extend the project until June 30, 1983.

Thank you for all the help you have give our district.

Sincerely yours,

Steve Clark

Steve Clark, Superintendent
Baldwyn Public Schools

SC:jc

ESEA IV-C APPROVED
Clyde J Hatten

State Department of Education
Division of Instruction
ESEA Title IV Part C
P. O. Box 771
Jackson, Mississippi 39205

PROJECT ADDENDUM # 2

0401-5920-082
Project Number

TITLE: A GIFTED MODEL DESIGNED FOR GIFTED STUDENTS IN A SMALL, RURAL HIGH SCHOOL

SUBMITTING AGENCY: BALDWYN SEPARATE SCHOOL DISTRICT

DATE OF THIS ADDENDUM: April 6, 1982

THE BALDWYN SEPARATE SCHOOL DISTRICT
Submitting Agency

HEREBY SUBMITS THE ATTACHED INFORMATION AS AN ADDENDUM TO THE ABOVE NAMED ESEA TITLE IV PROJECT. THIS INFORMATION HAS BEEN DISCUSSED AND MUTUALLY AGREED UPON AS A RESULT OF CONSULTATION WITH THE ESEA TITLE IV STAFF ON 4-6-82 at 8:30 A. M.
Date

Steve Clark
Signature of Authorized Representative of Submitting Agency

EDUCATIONAL INNOVATION

FISCAL DATA

A. Proposed Budget Summary

Enter the estimated amounts in the appropriate spaces

BUDGET SUMMARY

Line	Functional Categories	Account Number Function	Code	Amount Budgeted
1	INDIRECT COST	XXXXX	XXXXX	152.00
2	SALARIES	1000	100	
3	Professional Director		111	7535.00
4	Clerical		112	3638.00
5	Aides		113	
6	In-service or Overtime		130	400.00
7	EMPLOYEE BENEFITS	2500	200	
8	Social Security		210	748.60
9	Retirement		220	979.40
10	Unemployment Insurance		250	
11	PURCHASED SERVICES	2000	300	
12	Consultants		312	500.00
13	Data Processing		316	
14	Utilities		321	
15	Pupil Transportation		331	500.00
16	Travel		332	1094.00
17				
18	SUPPLIES	2000	400	
19	Supplies and Materials		410	2648.00
20	Periodicals		440	
21				
22				
23	CAPITAL OUTLAY	2000	500	
24	Equipment		541	2305.00
25	Other (Remodeling $2000 Limit)		590	
26				
27				
28			TOTALS	20,500.00

BEST COPY AVAILABLE

FISCAL DATA (Continued)

2. Budget Item Analysis

- This form is a supplementary schedule for each expenditure account for which expenditures are budgeted. The schedule is to show what estimated costs were included in the budget and the basis for each cost estimate.

- List each different type of materials or equipment separately.

- This budget is part of the application and should be followed very closely. Each project will be given an opportunity to make minor revisions at scheduled times.

Account No.	Item or Descriptive Title	Quantity	Unit Cost	Budgeted Amount
710	Indirect Cost	100@100%	152.00	152.00
111	Program Director	1@ 25%	7535.00	7535.00
112	Clerical	1@ 25%	3638.00	3638.00
311	Inservice	100@ 100%	400.00	400.00
210	Social Security	2@ 25%	748.60	748.60
220	Retirement	2@ 25%	979.40	979.40
312	Consultants	100@ 100%	500.00	500.00
331	Pupil Transportation	100@ 100%	500.00	500.00
332	Travel	2@ 100%	1094.00	1094.00
410	Supplies	40@ 100%	2648.00	2648.00
540	Equipment	40@ 100%	2305.00	2305.00
			Total	20,500.00

APPENDICES

APPENDIX A

Forms Utilized in 1980-81

BALDWYN HIGH SCHOOL

GIFTED EDUCATION

(1980-81)

PROCEDURES FOR COMPLETING INDEPENDENT STUDY PROJECTS

1. Meet with out-of-school advisor.
2. Do general exploratory research.
3. Select a topic for independent study.
4. Do initial specific research.
5. Make a list of usable sources as follows:

   Books-Title (Underline) and Author
   Magazine Articles-Title of Article (Quotes)
   Title of Magazine (Underline)
   Date of Publication
   Encylopedia and Other Reference Works-
   (Examples of reference forms to be distributed)

6. Make tentative outline.
7. Take notes from source materials. Use 3 X 5 or 4 X 6 lined notecards.
8. Revise outline - derive permanent outline.
9. Write rough draft. It must be at least 1000 words or 4-6 typed, double spaced pages. The rough draft does not have to be typed. Follow directions for writing your text of project according to the specific nature of your project.
10. Revise rough draft; write final draft. Final draft can be handwritten on unlined notebook paper.
11. Footnote final copy in correct footnote form. Examples of footnote entries will be given.

12. Put Bibliography in final copy. Include resource people, interviews, etc. Examples of Bibliography entries will be given.

Form 2

NOTES ON TEXT OF PROJECT

I. PROJECT UTILIZING DIAGRAM OR MODEL

A. Introduction

Tells unique qualities of the diagram or model

B. Body

1. Begins with purpose and/or function of diagram or model.

2. Tells facts and/or opinions learned from resource materials and resource people.

3. Explains actual steps in the procedure of preparing diagram or building model.

4. Relates any new learning resulting from the project.

5. Explores possible future usefulness to you or others of the diagram or model.

C. Conclusion

1. Relates personal satisfaction derived from preparing diagram or building model.

2. Open.

STUDENT NOTES CONCERNING FORM AND CONTENT:

Form 3

NOTES ON TEXT OF PROJECT

III. PROJECT UTILIZING WRITTEN COMPLIATION OF RESEARCH

A. Introduction

1. Tells the nature of the topic being researched.

2. Explains unique qualities of specific topic.

B. Body

1. Begins with general overview of topic.

2. Includes necessary background information.

3. Presents factual findings in orderly assignment, such as chronological or thematic.

4. Gives interpretation of findings according to others and according to you.

5. Relates new learning and/or insights resulting from the project.

C. Conclusion

1. Relates personal satisfactions derived from the research project.

2. Open.

STUDENT NOTES CONCERNING FORM AND CONTENT:

Form 4

INDEPENDENT STUDY

DEFINING INDEPENDENT STUDY - It is an individualized learning plan which allows the student to process information and create an end product to show what has been learned.

THE BASICS OF INDEPENDENT STUDY:

A successful independent study program is dependent on recognizing and planning for these basic elements:

1. student self selection of what is to be studied
2. cooperative teacher student planning of what will be studied and how it will be shown
3. alternative ideas for gathering and processing information
4. multiple resources which are readily available
5. teacher intervention through formal and informal student teacher dialogues
6. skills integrated with the content area being studied
7. time specifically allowed for working and conferencing
8. working and storage space
9. sharing, feedback, and evaluation opportunities
10. student recognition for his "expertise" and finished product

DEVELOPING AN INDEPENDENT STUDY PLAN

1. selecting and delimiting a subject or topic
2. Discussing and brainstorming possible sub areas and questions to explore with the chosen subject or topic
3. Formulating key questions or issues to pursue and answer
4. Developing a commitment to a plan and a time sequence
5. Locating and utlizing multiple resources
6. Creating a product from the material learned
7. Sharing with classmates the findings from the study

8. Evaluating the process and the products from the study and how the time was spent
9. Exploring possibilities which could extend the study into new areas of learning.

Form 5

INDEPENDENT STUDY CONTRACT

SUBJECT OF STUDY

WHAT I WANT TO KNOW	WHERE WILL I FIND THE INFORMATION	HOW WILL I SHOW WHAT I HAVE LEARNED

DATE: _____

DATE TO BE COMPLETED: _____

_____
STUDENT'S SIGNATURE

_____
TEACHER'S SIGNATURE

Form 6

NOTES ON NOTE-TAKING

Note-taking is an important part of the process of preparing the text of your project. It is from notes that most of the text is derived; without adequate usable notes, the text appears sketchy and lacks authenticity.

Skill in recognizing which facts and opinions will be useful is developed with practice, but is partially simple a matter of using good judgment as you proceed. Some inexperienced students take far too many notes; others do not take enough. The former waste their time and effort. On the other hand, it is easier to discard notes which do not need than to search for something which you remember that you read "somewhere". The more certain you are of the limits of your topic and your purpose and objectives, the easier it will be for you to decide what you need to put on notecards.

PROCEDURES:

1. Do use cards; notes taken in a notebook or on full-size sheets are neither fexible nor manageable. Use either 3X5 or 4X6 inch lined note cards.

2. At the top of the notecard, write in a heading telling what sort of information is on this card. Label the note card as to what source it comes from by using the number on the bottom of the bibliography card.

3. In the top right-hand corner of the notecard, number the card as to page. For example, if you have five note cards from one source, your first note card will be labeled one in the corner. The next card will be 2, etc.

Example:

Founding of Girl Scouts	1
Girl Scouts of America were found in 1873 by	

4. If you need more than one side of one card for a note, do not write on the back of the card. Start with the same heading and bottom line, but put a (2) in the upper right hand corner of the second card.

5. As a general practice, summarize or paraphrase the information on the note cards; doing so will save you time both in taking notes now and in writing your paper later. Also, you are less likely to commit unintentional plagiarism.

6. As a general practice, if you really want to quote a clever word, phrase, or statement directly, be sure to use all the exact words and to use quotation marks on your note card.

7. Do not forget the source reference. Before you go on to another note, be sure that you have the page(s) of the source written at the bottom of your note card beside the used part.

BIBLIOGRAPHY CARD

Form for a book →

Darches, David. Critical Approaches to Literature. Englewood Cliffs, N. J.: Prentice-Hall, 1956.

See list of sample forms for magazines, etc.

General idea of what information was found in this book. →

Shakespeare's Use of Comedy in As You Like It

1 ↓

This is your first resource. The next article, book, etc. that you read will be labeled 2.

You make one of these cards for every source you have.

PLAGIARISM

The indented material below is taken from pages 47 and 48 of James D. Lester's Writing Research Papers, a section on "Avoiding Plagiarism". You will want to read carefully pages 45 through 49 if you have any questions about what constitutes plagiarism; he provides several examples to "reveal to you the difference between genuine research writing and plagiarism". A copy is on reserve in our room.

Avoiding Plagiarism

A student often unintentionally misuses his sources. Others may do so intentionally. But since you will be working with the writings of others; it is important that you learn and follow certian eithical rules as to the use of reference materials. Fundamentally, plagiarism is the offering of the words or ideas of another person as one's own. Of course, the most flagrant violation is appropriating the exact words of another and offering them without documentation. But the theft is often much more subtle. The following list will suggest several forms of research writing that will constitute, in the eyes of all instructors, plagiarism:

1. The use of another's writing without proper use of quotation marks. Do not, under any circumstances, copy onto your paper a direct quotation without providing quotation marks and without crediting the source.

2. The borrowing of a phrase, the use of an idea, or the paraphrasing of material of that phrase, idea, or material is not properly introduced and documented. Also included in this category of plagiarism is the mere rearrangement of phrases form the original in to a new pattern.

3. The use of another student's work.(Obviously!)

Another author's ideas, interpretation, and words are his property; they must be acknowledged as such. Consequently, you should practice the following rules of conduct when using the material of others:

1. Acknowledge borrowed materials within the text by introducing the quotation or paraphrase with the name of the authority from whom it was taken.

2. Enclose within quotation marks all quoted materials.

3. Make certain that paraphrased material is written in your own style and language. The simple rearrangement of sentence patterns is unacceptable.

4. Provide a footnote for each borrowed item.

5. Provide a bibliography entry for every book, or magazine that appears in the footnotes.

Form 9

Haynes

Written Reports

1. Use regulation size unlined paper.
2. Type of handwrite. If type, double space 4-5 pages for research paper. Handwritten 6-8 pages.
3. Type of handwrite practical experience papers. Follow format previously given.
4. Research paper footnotes should be on separate sheet of paper labeled footnotes at top.
5. Research paper bibliography should be on separate sheet of paper labeled Bibliography at top.
6. All papers due Tuesday, December 16 at 1:00 P.M.

APPENDIX B

OUTLINE FOR 1981-82

INDEPENDENT PROJECTS
BALDWYN HIGH SCHOOL
(1981 - 82)

FORMAT:

I. Introductory/Background Reading

Each student will find book/article with some in-depth reading materials on the topic. Materials can be found by the student and with the assistance of the teacher. At least six references are required.

II. Interview

After developing a list of questions, the student contacts and interviews a person in the community/area on their views about the various elements of the Independent Learning Project.

III. Observation

The student will observe his mentor or a certain selected event associated with the Independent Project. He then writes an observation report.

IV. Essay

The student plans and writes an expository essay on the Independent Learning Project, integrating his reading notes, his interview results, and his observation conclusions.

V. Role Playing

The student develops an idea that will illustrate his Independent Project theme to the class. Classmates may be used to aid in the role play situation. If role playing is not suitable to a specific topic,

then an alternative means of class participation may be found.

VI. Personal Project

The student picks a project with teacher's or class' help, develops, and presents it as a learning experience for the classmates.

APPENDIX C

WIENER ATTITUDE SCALE

ATTITUDE SCALE

This questionnaire has been devised to measure your attitudes. There are no "right" answers and no "wrong" answers. The only right answer is the one which best reflects your true personal opinion toward the question considered.

To answer questions, choose the answer below which corresponds most closely with your personal attitude toward the particular question, and place the corresponding number in the space provided at the left.

+ (plus) 3 for stongly agree	- (minus) 3 for strongly disagree
+ (plus) 2 for agree	- (minus) 2 for disagree
+ (plus) 1 for mildly agree	- (minus) 1 for mildly disagree

_____ 1. Gifted child want to take too much of class time.

_____ 2. There should be a change in the grading system for gifted students in special classes for the gifted.

_____ 3. The aptitude of a given child is the primary consideration in the screening and selection of gifted children.

_____ 4. Gifted children should remain in heterogeneous classes because they will spend their lives with all types of people.

_____ 5. Gifted children develop cliques and exclude the rest of the class.

_____ 6. Gifted children make great progress when placed in special classes.

_____ 7. The most important kind of ability to single out for consideration in a gifted child program is intellectual or mental ability.

_____ 8. Too many supplies are given to gifted children and denied to the other children.

_____ 9. Teachers should be selected on the basis of personality in addition to knowledge for instructing gifted classes.

_____10. Parents of gifted children interfere with the teachers and the teaching of the children.

_____ 11. Singling out gifted students for special treatment results in the establishment of an elite class.

_____12. The rigidity of teachers and administrators has acted as a buffer against more effective programs for the gifted.

_____13. Special classes and special teachers should be offered to the gifted children.

_____14. It is wiser to accelerate the gifted in the elementary school than in the secondary school.

_____15. Teachers become too interested in the gifted and neglect the average and below average in the classroom.

_____16. Gifted children stimulate each other to greater enthusiasm, effort and accomplishments.

_____17. Gifted children tend to display a degrading disrespect for the teacher.

_____18. There is a tendency to slight the gifted children when there is a wide range of ability in a class.

_____19. The school has to be concerned with the fundamental learnings and skills for all children and not with progress for special abilities and needs.

_____20. It is more important to provide special services for for the handicapped child than for the gifted.

_____21. When considering acceleration for the gifted, too much emphasis is placed on the social and emotional factors rather than intellectual growth.

_____22. Gifted children show sustained intellectual capacity proved by repeatedly high intelligence test ratings.

_____23. It is a wise educational procedure to require the gifted child to assist the slower learners.

_____24. Too many high I.Q.'s together create many problems - the interests are too great and varied for the teacher.

_____25. Having a gifted class carries special esteem for the teacher.

_____26. Gifted students can be taught more effectively when grouped with other gifted children than when grouped with non-gifted children.

_____27. The I.Q. of a child is not a fair estimate of his ability.

_____28. Teachers should have special qualifications if they are to work with the gifted.

APPENDIX D

TEACHER MENTOR QUESTIONNAIRE

TAG QUESTIONNAIRE FOR TEACHERS

	Disagree				Agree
1. The TAG program has been a positive addition and benefit to the high school curriculum.	1	2	3	4	5
2. Realizing the difficulties in scheduling student time with mentors and advisors for independent studies, the benefits of the program outweigh the inconvenience for regular teachers.	1	2	3	4	5
3. The mentor and individual study approach is appropriate for a small, rural school district.	1	2	3	4	5
4. The mentor/advisor approach meets the interests of the students.	1	2	3	4	5
5. The mentor/advisor approach meets the needs of the students.	1	2	3	4	5
6. The use of mentors and advisors is a more effective approach than the traditional classroom approach for TAG students.	1	2	3	4	5
7. TAG students have benefited more as a result of the present program than no program at all.	1	2	3	4	5
8. The use of independent projects, such as computer programing, is an effective instructional technique for TAG students.	1	2	3	4	5
9. TAG students' attitudes and knowledge improved as a result of their experiences with advisors and mentors.	1	2	3	4	5
10. The administration supports the TAG model with its available options.	1	2	3	4	5
11. The regular student has a positive attitude toward the TAG program.	1	2	3	4	5

TAG QUESTIONNAIRE FOR MENTORS/ADVISORS

	Disagree				Agree
1. The TAG program has been a positive addition and benefit to the high school curriculum.	1	2	3	4	5
2. Realizing the difficulties in scheduling student time with mentors and advisors for independent studies, the benefits of the program outweigh the inconvenience.	1	2	3	4	5
3. The mentor and individual study approach is appropriate for a small, rural school district.	1	2	3	4	5
4. The mentor/advisor approach meets the <u>interests</u> of the students.	1	2	3	4	5
5. The mentor/advisor approach meets the <u>needs</u> of the students.	1	2	3	4	5
6. The use of mentors and advisors is a more effective approach than the traditional classroom approach for TAG students.	1	2	3	4	5
7. TAG students have benefited more as a result of the present program than no program at all.	1	2	3	4	5
8. The use of independent projects, mentors and advisors is an effective instructional technique for TAG students.	1	2	3	4	5
9. TAG students attitudes and knowledge improved as a result of their experiences with advisors and mentors.	1	2	3	4	5
10. Mentors and advisors benefited from their experiences with TAG students.	1	2	3	4	5
11. Mentors and advisors have a positive attitude toward the TAG program.	1	2	3	4	5

APPENDIX E

ARTISTICALLY TALENTED QUESTIONNAIRE

ART - STUDENT SURVEY

A. Attitudes	5	4	3	2	1
1. Rate your attitude toward the art work you produce.	____	____	____	____	____
2. What or how is the art teacher's attitude toward your work?	____	____	____	____	____
3. I am open to experiencing any media techniques which are new to me.	____	____	____	____	____
4. I am eager to learn about all areas of art.	____	____	____	____	____
5. What or how is your attitude toward the work of your classmates?	____	____	____	____	____
6. This program is accepted and supported by the administrators.	____	____	____	____	____
7. Teachers have a positive attitude toward this program.	____	____	____	____	____
8. Non-art students have a positive attitude about this program.	____	____	____	____	____
9. Parents and the local community accept and support this program.	____	____	____	____	____
Number of Column Checks	____	____	____	____	____
Multiplied by	5	4	3	2	1
Subtotals Section A	____	____	____	____	____

5 - Excellent
4 - Good
3 - Satisfactory
2 - Fair
1 - Poor

B. Evaluation	5	4	3	2	1
10. How has art helped you in other school subjects?	___	___	___	___	___
11. How has art helped you to occupy your spare time?	___	___	___	___	___
12. How do you rate your own ability to express your thoughts and ideas through art work?	___	___	___	___	___
13. Are you able to organize these thoughts and ideas into an art piece?	___	___	___	___	___
14. I have developed a keener sense of visual awareness of the world around me.	___	___	___	___	___
15. I have learned to appreciate the world around me -- natural and man-made	___	___	___	___	___
16. Problem solving, or open-ended projects really make me THINK in order to use my creative abilities; they are not as spontaneous as you might believe.	___	___	___	___	___
17. I accept the fact that I make mistakes and have room for improvement.	___	___	___	___	___
18. I realize that I do learn through my mistakes.	___	___	___	___	___
19. I am learning responsibility through caring for supplies, having due dates and homework, and participating in group projects.	___	___	___	___	___
20. How has your general knowledge of art improved?	___	___	___	___	___
21. I have knowledge of a variety of art techniques and/or methods to choose from in order to satisfactorily express myself.	___	___	___	___	___
22. I am able to evaluate my work according to standard guidelines.	___	___	___	___	___

5 - Excellent
4 - Good
3 - Satisfactory
2 - Fair
1 - Poor

B. Evaluation (continued)	5	4	3	2	1
23. I am able to recognize famous works of art; to name their artists and titles.	___	___	___	___	___
24. I am able to recognize what period art period or movement an artpiece belongs to.	___	___	___	___	___
25. Art has been beneficial to the school curriculum.	___	___	___	___	___
26. I have benefited more from being in the art program than if there were no program at all.	___	___	___	___	___
27. I enjoy having my art work displayed for others to view.	___	___	___	___	___
28. Taking into consideration our rural location, rate how your needs and interests in art are being met.	___	___	___	___	___
29. I generally enjoy this program.	___	___	___	___	___
Number of Column Checks	___	___	___	___	___
Multiplied by	5	4	3	2	1
Subtotals Section B	___	___	___	___	___

5 - Excellent
4 - Good
3 - Satisfactory
2 - Fair
1 - Poor

C. Classroom Atmosphere & Resources	5	4	3	2	1
30. Learning art vocabulary words helps me better understand instructions, lectures and reading materials.	___	___	___	___	___
31. I am learning to use and understand a variety of art media.	___	___	___	___	___
32. I am learning to use and maintain art tools and equipment.	___	___	___	___	___
33. The art teacher uses constructive criticism when evaluating my work.	___	___	___	___	___
34. It is helpful to me when we students do constructive criticism of each other's work.	___	___	___	___	___
35. Projects are open-ended for individuals, not mass-produced copies.	___	___	___	___	___
36. Original work is required in order to develop our creativity.	___	___	___	___	___
37. I would like to do independent projects which include self-study and individual projects relating to said research.	___	___	___	___	___
38. I want to only do projects similar to what everyone else is working on at a given time.	___	___	___	___	___
39. We experiment in two-dimentional art satisfactorily.	___	___	___	___	___
40. We experiment in three-dimentional art satisfactorily.	___	___	___	___	___
41. More practive in drawing would help me do all my projects better.	___	___	___	___	___
42. I have a satisfactory understanding of the elements of basic art design.	___	___	___	___	___
43. I have a satisfactory understanding of the principles of basic art design.	___	___	___	___	___

5 - Excellent
4 - Good
3 - Satisfactory
2 - Fair
1 - Poor

C. Classroom Atmosphere & Resources (continued)	5	4	3	2	1
44. The amount of class time allowed for each project is satisfactory.	___	___	___	___	___
45. Doing art work as homework assignments is necessary for progressive development.	___	___	___	___	___
46. I want to enter some of my art work in contests (school, local, state, national)	___	___	___	___	___
47. Our program's limited budget provides a variety of supplies and equipment to choose from.	___	___	___	___	___
48. Students keep supplies orderly in storage areas and work areas.	___	___	___	___	___
49. Students use tools and equipment only for what they were intended for.	___	___	___	___	___
50. Students keep tools, equipment and work areas clean and well maintained for the next person to use.	___	___	___	___	___
51. The classroom provides satisfactory work area.	___	___	___	___	___
52. The classroom provides satisfactory storage space.	___	___	___	___	___
53. The classroom provides satisfactory facilities.	___	___	___	___	___
54. Everyone cleans up his/her own daily mess.	___	___	___	___	___
55. A satisfactory amount of reading references for art are provided in the classroom.	___	___	___	___	___
56. I use these art references regularly.	___	___	___	___	___
57. A satisfactory amount of reading references for art are available in the school library.	___	___	___	___	___
58. I use these references regularly.	___	___	___	___	___

5 - Excellent
4 - Good
3 - Satisfactory
2 - Fair
1 - Poor

C. Classroom Atmosphere & Resources (continued)	5	4	3	2	1
59. A satisfactory amount of reading references or the availability of borrowed material is provided by the town library.	___	___	___	___	___
60. I use these references regularly.	___	___	___	___	___
61. Using library materials for research and reports would give me more knowledge and insight into general areas of art, as well as specific topics.	___	___	___	___	___
62. Our textbooks give satisfactory general information about art history and appreciation.	___	___	___	___	___
63. Our textbook(s) give satisfactory information about basic design guidelines applicable to developing my arts and/or projects creativeness.	___	___	___	___	___
64. Movies/filmstrips/slides/pictures help me better understand art topics.	___	___	___	___	___
65. Movies/filmstrips/slides/pictures help me better retain art information.	___	___	___	___	___
66. This program provides satisfactory audio-visual aids.	___	___	___	___	___
67. Field trips are satisfactory in amount and in subjects they pertain to.	___	___	___	___	___
68. This program provides for guest artists to lecture and/or demonstrate their talents.	___	___	___	___	___
69. A variety of information about art schools and college programs is available to me.	___	___	___	___	___
70. What is the possibility of you choosing an area of art for a lifetime career?	___	___	___	___	___
71. My answer to question #70 might change for the better if we were introduced to more career opportunities through the ways suggested in questions #66 to 69.	___	___	___	___	___

5 - Excellent
4 - Good
3 - Satisfactory
2 - Fair
1 - Poor

Number of Column Checks	___	___	___	___	___
Multiplied by	5	4	3	2	1
Subtotals Section C	___	___	___	___	___
Subtotals Section B	___	___	___	___	___
Subtotals Section A	___	___	___	___	___
Column Totals	___	___	___	___	___

Survey Total _____

D. WRITE

Comments and suggestions pertaining to any area of art or this program for the artistically talented:

APPENDIX F

SELECTED AREA TESTS BY MENTORS

(1982-83)

ACCOUNTING

I. FILL IN THE BLANKS WITH THE WORD OR WORDS THAT WILL COMPLETE THE STATEMENTS.

(2/3 each blank)

1. CPA stands for _____.
2. FOB stands for _____.
3. The free enterprise system under which individuals may own property and operate their own businesses in competition with one another is called _____.
4. The things that a business owns are called _____.
5. The debts that a business owes are called _____.
6. The person or company to which a debt is owed is called a _____.
7. Increases in owner's equity from business operations is called _____.
8. The time covered by an income statement is known as the _____.
9. Any consecutive twelve-month period is called a _____ year.
10. A twelve month period that begins on Jan.1 and ends on Dec. 31 is known as a _____ year.

11. _____ are devices for recording the changes in the fundamental elements.
12. A _____ is a group of accounts.
13. A _____ is a book of original entry.
14. A _____ is a book of final entry.
15. Arranging items in chronological order means arranging them according to _____.
16. Transferring items in chronological order means arranging them according to _____.
17. _____ is the first step in the accounting cycle.
18. _____ is the second step in the accounting cycle.
19. Accounts that accumuluate data for one accounting period only are called _____ accounts.
20. To close out the sales account at the end of the accounting period, debit _____ and credit _____.
21. When the expense accounts are closed out, debit _____ _____.

22. If there is a net income after the sales and expenses have been closed out, debit _____ and credit _____.

23. If there is a net loss after the sales and expenses have been closed out, debit _____ and credit _____.

24. _____ is the seventh step in the accounting cycle.

25. The person or company to whom a check is given and who will receive payment is called the _____ of a check.

26. The bank on which the check is drawn is called the _____ of a check.

27. The person or company writing the check on his deposits is called the _____ of a check.

28. A check which provides space for giving reasons for writing the check and the deductions that have been made is called a _____check.

29. The small fractional number that appears in the upper righthand corner of a check identifying the Federal Reserve District and the location of the bank is called the _____.

30. If an error is made in writing a check and the check is not to be issued, _____ should be written across the check and on the stub.
31. Any business paper that is a claim on cash and may be transferred legally by endorsement is a _____.
32. A place provided by banks where customers can make deposits after banking hours is called a _____.
33. An itemized listing of additions to and subtractions from a depositor's account made by the bank is called a _____.
34. NSF stamped on a check stands for _____.
35. Checks that have been drawn and subtracted from the depositor's checkbook but have not been listed on the monthly bank statement are called _____.
36. A check that is not paid when properly presented to the bank is called a _____ check.
37. Each payment from the petty cash fund is called a _____.
38. When the petty cash fund is built up to where it was at the beginning of the fiscal period, this is known as _____ the fund.
39. The memorandum entry that is made to show the beginning cash balance is placed in the _____ journal.

40. When cash checks up short, the entry is made in the _____ journal.
41. When cash is short, the account debited is _____.
42. When cash checks up over, the entry is made in the _____ journal.
43. When cash checks up over, the account debited is _____.
44. When a SC is made by the bank, the account debited is _____.
45. When a SC is made by the bank, the entry to record it is place in the _____ journal.
46. When a dishonored check from John Jones is recorded, the account debited is _____.
47. When a dishonored check from John Jones is returned in the bank statement, the entry is made in the _____journal.
48. A record of a voided check is made in the _____ journal.
49. Companies that sell directly to the consumer are called _____.
50. The goods purchased for resale are known as _____.
51. The goods that a business has in stock is known as _____.

52. _____ is an example of a controlling account.

53. _____ is an example of a cost account.

54. The _____ on an invoice are determined by multiplying the unit price of the item by the number of units shipped.

55. Keeping a continuous record of each item in stock is called _____inventory.

56. Actually counting all the items in stock is called _____inventory.

57. The difference between the income from the sale of goods and the cost of the goods is known as _____.

II. FILL IN THE BLANKS WITH EITHER INCREASE OR DECREASE (1/3 Each)

58. The equipment account would _____ on the credit side.

59. The Capital account would _____ on the credit sale.

60. The cash account would _____ on the credit side.

61. The Accounts Receivable account would _____ on the debit side.

62. The Sales account would _____ on the credit side.

63. The Expense accounts would _____ on the credit side.

64. The Accounts Payable account would _____ on the credit side.

65. The petty cash account would _____ on the debit side.

66. The purchases account would _____on the debit side.

67. The purchases returns and allowances account would _____ on the credit side.

III. DEFINE OR EXPLAIN THE FOLLOWING: YOUR ANSWERS MUST BE MADE IN COMPLETE SENTENCES. (2 Points Each)

68. What is a stop-payment order?

69. Why is accounting like we study called double-entry bookkeeping?

70. What is a certified check?

71. How can you check the total you get for the Schedule of Accounts Payable?

72. Why are the accounts in the creditors ledgers not numbered?

73. What are two things that could account for a difference between the bank statement balance and the checkbook balance?

74. The post-closing trial balance shows a debit balance in Advertising Expense. Is it correct? Explain your answer.

75. Give an example of a transaction in which an asset account would be increased and a liability account would be increased.

76. Give an example of a transaction in which an asset account would be decreased and a liability account would be decreased.

77. Give an example of a transaction in which an asset account would be increased and another account would be decreased.

IV. ASSUME THAT YOU WORK FOR A COMPANY USING FOUR JOURNALS: GENERAL, CASH RECEIPTS, CASH PAYMENTS, AND PURCHASES. (YOU MAY ABBREVIATE J, CR, CP, P) FOR THE FOLLOWING TRANSACTIONS, PUT THE JOURNAL THAT IT WOULD BE RECORDED, THE ACCOUNTS DEBITED AND CREDITED. YOU MAY ABBREVIATE THE ACCOUNT TITLES. IF AN INDIVIDUAL ACCOUNT AND A CONTROLLING ACCOUNT ARE BOTH AFFECTED, SEPARATE WITH A DIAGONAL (1/3 Each Bank)

		JOURNAL	DEBITED	CREDITED
78.	J. Hill, the owner, invested additional cash in the business.	_____	_____	_____
79.	Paid cash for the rent.	_____	_____	_____
80.	Purchased equipment for cash from the City Co.	_____	_____	_____
81.	Recorded a bank service charge that was on the bank statement	_____	_____	_____
82.	Purchased merchandise on credit form the Acme Co.	_____	_____	_____
83.	Received cash from Green Co. on their account	_____	_____	_____
84.	J. Hill, the owner, issued a check for his personal use	_____	_____	_____
85.	Issued a check to set up a petty cash fund	_____	_____	_____
86.	Sold merchandise for cash to James Jones.	_____	_____	_____
87.	Returned $10 worth of merchandise bought from the Acme Co. on credit	_____	_____	_____
88.	Purchased merchandise for $150 cash from the Brown Co. Paid by check.	_____	_____	_____

V. INDICATE WHETHER THE FOLLOWING ACCOUNTS WOULD BE PLACED ON THE BALANCE SHEET (BS) OR ON THE INCOME STATEMENT (IS). (1/3 Each).

_____	Sales	_____	Equipment
_____	Cash	_____	Accounts Payable
_____	Petty Cash	_____	Cash Short and Over
_____	Accounts Receivable	_____	Miscellaneous Expense
_____	Rent Expense	_____	John Jones, Capital

VI. ARRANGE THESE ACCOUNTS IN AN ACCEPTABLE ORDER FOR A CHART OF ACCOUNTS FOR THE GENERAL LEDGER AND ASSIGN APPROPRIATE NUMBERS TO THEM.

Sales, Purchases, Rent Expense, Cash, Accounts Receivable, Accounts Payable, Petty Cash, John Jones, Capital, Purchases Discount, Building

NUMBER	TITLE
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

VII. WORK THE FOLLOWING PROBLEMS. PLACE YOUR ANSWERS IN THE BLANKS PROVIDED. YOU MUST SHOW YOUR WORK FOR THE ANSWERS TO BE ACCEPTED. (2 1/3 Points Each)

89. The total purchases for the month were $5,623. The income from sales for the month was $4,567. The purchases returns and allowances account has a balance of $578. The Purchases Discount account has a balance of $23. The net purchases for the month would be _____.

90. The income from sales for the month was $4,577. The cost of the goods sold was $3,341. The expenses for the month were: Rent, $150; Repairs, $56; Salaries, $490. Was there a net income or a net loss? _____ How much?_____

91. The balance shown on the bank statement was $14,859.50. The balance shown on the checkbook stub was $15,115.00. There was a deposit in transit for $400. There was a bank service charge of 50 cents. There was a dishonored check returned to us in the amount of $75. The actual amount of cash in the bank and that should be showing on the checkbook stub is_____.

92. The cash register tape shows that $180 cash was received. No cash was paid out. The actual cash in the drawer of the register is $191. Ten dollars of this is the change fund. Is cash short or it it over? _____ How much? _____

93. The memorandum entry on the first month shows that the beginning cash balance was $6, 101. The footing now on the 15th of the month shows a total of $1,890 in the CR journal and $789.50 in the CP journal. What is the actual amount of cash on hand on the 15th?

94. At the end of the month, the accounts show the following balances. Cash, $8,400; Accounts Receivable, $1350; Furniture, $5,100; Roy Bell, Capital, $22,100; Office Equipment, $10,500; Accounts Payable, $1,600. The net income for the month was $1,690. On a balance sheet:

    (a) The total assets would be _____.

    (b) The total liabilities would be _____.

    (c) The total owner's equity would be _____.

ATHLETIC TRAINING - PRE-TEST

1. Define:
   a. kinesiology-
   b. chronic-
   c. acute-
   d. hematoma-
   e. hydrotherapy-
   f. cryotherapy-
   g. thermotherapy-
2. What are the 4 types of wounds?
3. Name the bones of the foot.
4. What are shin splints? How does one treat shin splints?
5. What is the immediate treatment for an ankle sprain?
6. How can a knee injury be prevented?
7. Give the anatomy of the knee.
8. What are the major shoulder problems in athletics?

9. What are some symptoms of an abdomen injury?

10. Name some chest injuries that can occurr.

11. For a muscular contusion what forms of therapeutic treatment can be used?

12. Discuss the three degrees of concussion.

13. What is the proper method for fitting crutches?

14. Discuss problems caused by heat to an athlete. How are heat heat problems treated?

15. Give the Cardic Pulmonary Resiscitation Method.

DEAF EDUCATION

1. Give a brief history of the "Language of Signs."
2. What are the qualifications of a teacher of the deaf?
3. Deaf children are assured an appropriate, free public education as a result of Public Law ____ _____.
4. What are the two types of hearing losses? Explain each.
5. Name the two types of hearing aides.
6. Give an overview of Leo Canner's article "That the Deaf May Hear and Speak."
7. What causes deafness in most children?
8. Analize the phoneme "L"
   (a) Position of lips
   (b) Position of tongue
   (c) Position of teeth
   (d) Involvement of Larynx
9. Develop a lesson plan to teach /F/ to 8-year-old children.
10. What machine is used to check hearing sensitivity?
11. Draw a diagram of the outer and middle ear and label all essential parts.
12. Do most deaf children have normal intelligence?
13. Give three reasons why you would or would not want to teach deaf children.
14. Explain the total communication approach to teaching deaf or hard-of-hearing students.
15. What is an audiological evaluation?
16. If a child is not enrolled in a Hearing Impaired Class, what other options does the child have?
17. Should you teach music to a deaf child?
18. Do field trips provide good learning experiences? Explain why or why not.

Computer Programming

1. Matching: Statements

_____ 1. Auto	a. defines variables as integer type
_____ 2. Cload	b. transfers program control to the specified line
_____ 3. CLS	c. erases program from memory
_____ 4. Defint	d. moves cursor to specified tab position
_____ 5. Delete	e. numbers line automatically
_____ 6. Edit	f. reads value(s) from a DATA statement
_____ 7. For...to...step/next	g. opens program loop
_____ 8. Goto	h. stops execution of a program
_____ 9. If...then...else	i. assigns value to variable
_____10. Input	j. loads BASIC program from cassette
_____11. Let	k. formats strings and numbers
_____12. List	l. erases program lines from memory
_____13. New	m. remark
_____14. Print	n. inputs data from keyboard
_____15. Print Tab	o. executes program or portion of it
_____16. Print Using	p. clears the display
_____17. Read	q. turns off graphics block at specified location
_____18. Rem	r. list program lines to the video display
_____19. Run	s. puts computer into edit mode for a line
_____20. Return	t. returns from subroutine to next statement after GOSUB
_____21. Set (x, y)	u. tests conditional expression
_____22. Stop	v. turns on graphics block at specified location
_____23. Reset (x, y)	w. print an item or items on the display at current cursor position

Compute: Programming (Page 2)

2. Operators: Matching

____ 1.	I or [	a. relational tests
____ 2.	-	b. multiplication
____ 3.	+	c. exponentiation
____ 4.	*	d. addition
____ 5.	/	e. division
____ 6.	<, >, =, <=, >=, <>	f. subtraction

3. Edit Commands: Matching

____ 1.	(A)	a. deletes a character
____ 2.	n (C)	b. inserts characters
____ 3.	n (D)	c. lists the line
____ 4.	(E)	d. searches for the nth occurrence of c
____ 5.	(H)	e. causes excape from command
____ 6.	(I)	f. cancels changes and starts again
____ 7.	n (K) c	g. moves cursor n spaces to the right
____ 8.	(L)	h. kills all characters up to the nth occurence of c
____ 9.	(Q)	i. changes n characters
____ 10.	n (S) c	j. records all changes and exits edit mode
____ 11.	(X)	k. ends editing and saves all changes
____ 12.	(shift) (↑)	l. quits edit mode and cancels all changes
____ 13.	(enter)	m. hacks lines and inserts at end
____ 14.	n (spacebar)	n. moves cursor n spaces to the left
____ 15.	n (←)	o. extends line (inserts at end)

Computer Programming (Page 3)

4. Control Keys: Matching

_____ 1.		a. cancels last character typed; moves cursor back one space
_____ 2.	shift	b. erases a current line
_____ 3.	break	c. clears screen
_____ 4.	clear	d. enters a space character and moves cursor 1 space forward
_____ 5.	enter	e. puts display in 32-character mode
_____ 6.	spacebar	f. advances cursor to next tab position
_____ 7.		g. line feed and carriage return
_____ 8.	shift	h. "control" key
_____ 9.		i. signifies end of current line
_____10.	shift	j. causes currently executing program to pause
_____11.	shift	k. interrupts anything in progress and returns to level command

5. Take these statements in Section I and construct a program of not more than 25 lines.

SPORTS WRITING

1. List and define each type of sports story.

2. Briefly summarize the steps a writer should go through from beginning to end.

3. What is sports jargon? Give examples

4. What are the pitfalls to be avoided by sports writers?

5. Define--

   a. dope story

   b. Box score

   c. combination story

   d. by-line

   e. human interest feature

   f. Inverted pyramid

   g. tabloid

6. Prepare a list of 10 recognized sports terms that are acceptable for use in sports stories.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

7. Give 3 examples of good sports leads. Make up your own facts.

8. What general principles should a journalist use in writing the feature story? Give 6 suggestions.

9. List the preliminary steps a journalist should take before conducting a successful interview.

10. List several steps that should be followed after completion of an interview in preparation for writing interview story.

11. List and define 4 leads used in an interview story.

12. The standard "5 w's and the h" news lead is ofter used in sports writing. Using results of last sports event you attended, write 6 sports story leads. Use "who" as the main "w" in the first lead, etc. (Answer on next page.)

13. Write a lead from the information given, using your own judgement to determine the most important facts.

Green Bay Packers get new defensive line coach.
He replaces Fred Van Appen.
Jim Champion is the new coach.
He has been coaching since 1962.
He was named today.
Van Appen resigned last month following a dispute with head coach Bart Starr.
Champion played professional football with the St. Louis Cardinals from 1958 to 1962.
Champion is 54.

GERMAN CONVERSATION I

DIRECTIONS: Listen closely to the two stories that are told in German on the cassette tape. Answer the questions that follow them as directed. At your request your teacher may allow you to listen to each story twice. The questions following the first story are in English and are to be answered in English. The questions after the second story are in German. The answers, multiple choice, are also in German. Choose the correct answer and write its letter--a, b, or c--on your paper.

STORY NO. 1

1. For what were the Schildbürger known?

2. What problem did the Bürgermeister present to the town council?

3. How did the members of the council propose to solve this problem?

4. What happened when the townspeople tried to get the cow onto the wall?

5. Why was the Bürgermeister sad?

STORY NO. 2

1.

2.

3.

4.

5.

Now, listen to the tape once more, checking your answers carefully.

CREATIVE WRITING

I. List and define the writer's 7 skills.

II. What are 7 characteristics of good writing?

III. How can a writer "tighten" or improve his writing?
Give at least 5 methods.

IV. Evaluate the following sentences:

Something interesting happened when the sisters came to that camp.

Grandma, Dad's mother, welcomed us warmly, but gave us whole wheat biscuits with our meal.

I was just about midway when I tripped. I fell, went under the water, and the sandbar disappeared beneath me. I was carried downstream.

V. Define the word "clichés." Give 5 examples of clichés.

VI. What are the three fundamental forms or patterns of a complete piece of writing?

VII. What is a metaphor? Develop a list of 10 metaphors used in a sentence.